

Responding to Students

plenary two

feedback

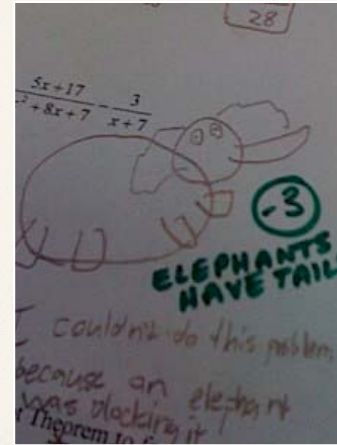
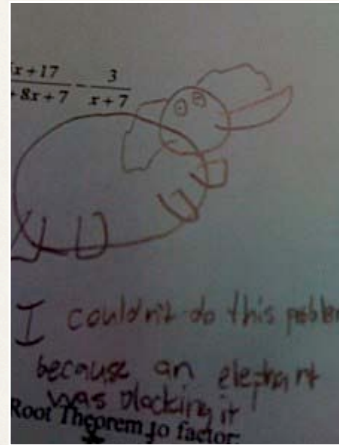


Plenary 2 and 4 are focussed on responding to student work and giving effective feedback to students – but still thinking about proportional reasoning.

Plenary 2 is about responding to students in the moment – usually in the classroom, and when you may be under more pressure to respond quickly

Quick Response Code (edugains site)

feedback



Responses to questions can be collected – and some time can be given to your eventual feedback.



timing

Feedback strategies can vary in timing – when given and how often
We can focus on good feedback – “in the moment” – providing immediate feedback.
or we can delay feedback slightly for more comprehensive reviews of student thinking and processing.
– never delay feedback beyond when it would make a difference to students

feedback

how much?



prioritize – pick the most important points – whether it is in the moment or with time.

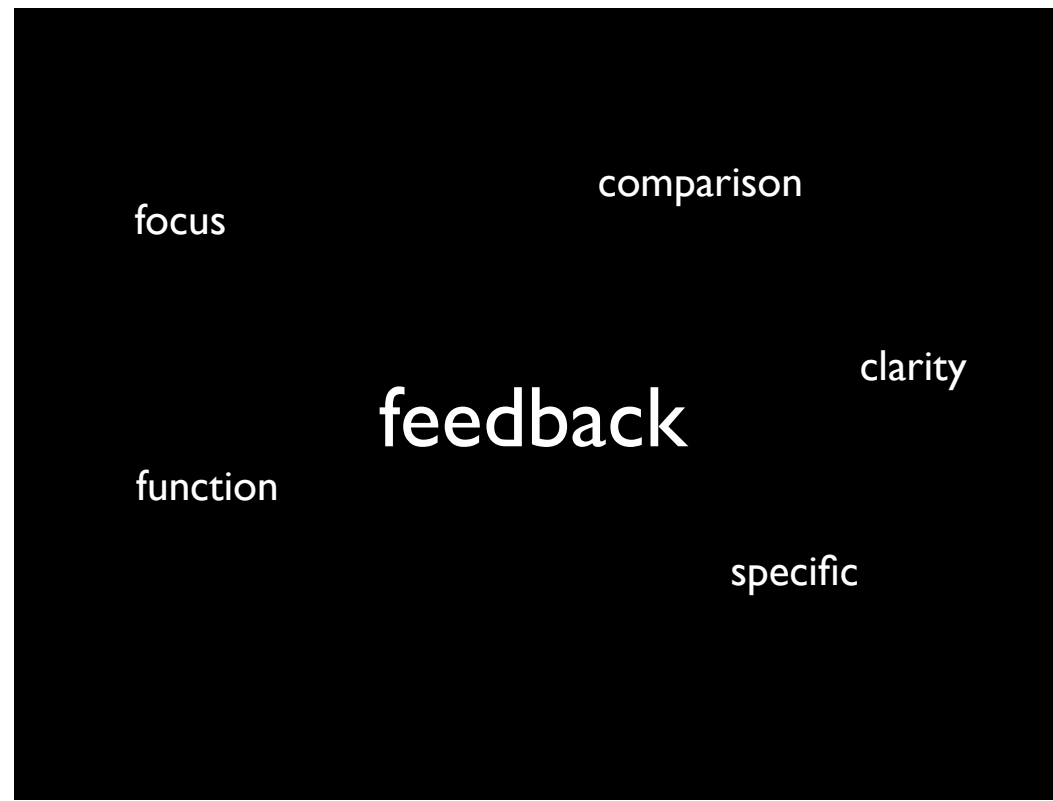
always choose points or questions that relate to major learning goals
consider the student's developmental level

feedback

Audience



individual feedback “teacher values my learning” – able to work on specific responses to student work or questions
group/class feed back works if most of the class or group of students missed the same concept – and this presents an opportunity for teaching





how important is our response to students in the math classroom?



anticipating

anticipating**

- likely student responses to mathematical tasks

monitoring **

- monitoring students' actual responses to the tasks (while students work on the tasks)

selecting

sequencing

connecting

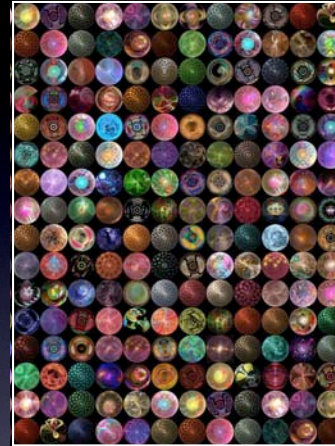


Goals

A bag contains 10 red marbles and 3 blue marbles.

From another bag, you are a lot less likely to pick red, but only a little more likely to pick blue.

What's in the bag?

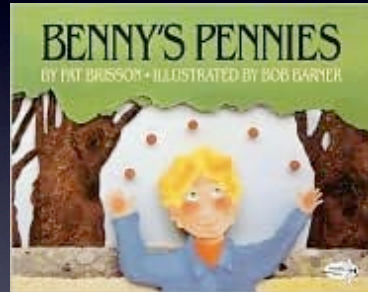


quick response
pairs

- 1) respond (paper and oral explanation), partner responds as teacher
- 2) switch

What did you notice? What could be the goal of this task?

Bennie's Pennies





Question: I'm giving you 2 dimes, 4 nickels, and 3 pennies. How would you count the coins to see how much money there is?

Student A

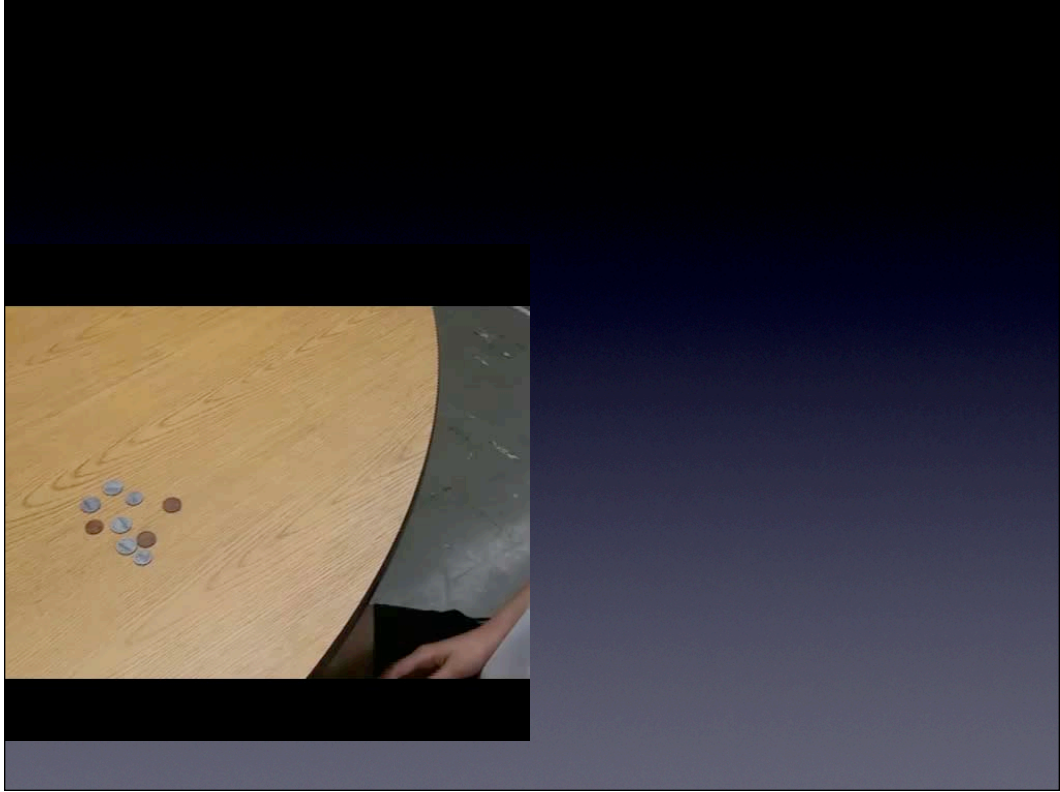


Video 1 – counting coins
what would you say?

Student B



Video – counting coins







A fraction is a bit more
than $\frac{2}{3}$

What could it be?

A fraction is a bit more than $2/3$. What could it be?



video 1



video 2

peer to peer

student discussions



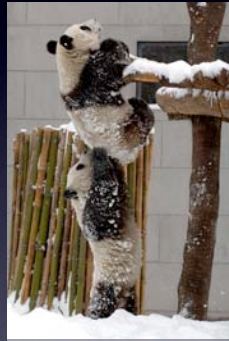
Student to student responses to work

—









scaffold or challenge

lion's heartbeat problem



A lion's heart beats 40 beats in 60 seconds. How long would it take to beat 1 million times?

A lion's heart beats 40 beats in 60 seconds. How long would it take to beat 1 million times?



student samples – scaffold? or challenge?
what questions would you ask with these solutions? (chart paper and markers)
group of 4 – work on scaffold on a problem
group of 4 – work on challenge on a problem
Find another group that worked on same kind of questions and share.